

Perkins State Plan Updated and Revised for 2018-2019

Workforce Training and Education Coordinating Board



Office of Superintendent of Public Instruction



State Board for Community and Technical Colleges





STATE OF WASHINGTON
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

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May 11, 2018

Edward R. Smith, Rh.D.
Chief, Program Administration Branch
Division of Academic and Technical Education
Office of Career, Technical, and Adult Education
U.S. Department of Education
Potomac Center Plaza - 550 12th Street SW, Room 11060
Washington, DC 20202-7241

RE: Perkins State Plan Requirements for 2018-2019

Dear Dr. Smith:

Washington wishes to extend its Perkins IV State Plan. While the state remains committed to the basic goals and strategies of our Five-Year Perkins Plan, we have included updates in the new plan so that the document is more current. These updates are outlined in the following pages along with our proposed budget revisions and performance targets for each of the core indicators of performance described in Section 113(b) of Perkins IV for Program Year Twelve.

Washington's secondary and postsecondary state agencies will continue to spend Perkins' Reserve funds. The state will also continue to subaward 1% of its State Leadership funds to serve adults and youth in correctional facilities. This amount is equally allocated to the Office of Superintendent of Public Instruction for two juvenile correctional facilities and, to the State Board for Community and Technical Colleges to run CTE programs in twelve adult correctional facilities. Both agencies are also provided Leadership funds for nontraditional training.

Washington did not elect to include Perkins as a component of its 2018 updated Combined Strategic Plan for the Workforce Innovation and Opportunity Act.

Please feel free to contact either myself or Stacy Wyman at (360) 709-4623 for any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Eleni Papadakis".

Eleni Papadakis
Executive Director, Workforce Training and Education Coordinating Board

cc: Nancy Dick, WA State Board for Community and Technical Colleges
Kathy Goebel, WA State Board for Community and Technical Colleges
Rebecca Wallace, Office of Superintendent of Public Instruction



**Office of Career, Technical, and Adult Education
Division of Academic and Technical Education**

Carl D. Perkins Career and Technical Education Act of 2006

**ATTESTATION OF FINAL AGREED UPON PERFORMANCE LEVELS
(FAUPL), FOR PROGRAM YEAR TWELVE (2018-2019),
FOR THE PERKINS IV CORE INDICATORS OF PERFORMANCE**

I Eleni Papdakakis State Director for Career and Technical Education, for the State of Washington, certify that the attached Final Agreed Upon Performance Levels (FAUPL) form, which includes revisions, if any, to our State's measurement definitions, measurement approaches, baseline data, and/or performance levels for program year ~~ten~~^{twelve} (July 1, 2018 – June 30, 2019), for the Perkins IV core indicators, is accurate and complete. I understand that this document will be incorporated into our State's July 1, 2018, Perkins IV grant award notifications and that our State will be held accountable for meeting the 90 percent of each agreed-upon performance level or be required to implement a program improvement plan pursuant to Section 123(a)(1) of Perkins IV.

A handwritten signature in black ink, appearing to read "Eleni Papdakakis", is written over a horizontal line.

Signature - State CTE Director

A handwritten date "5/11/18" is written in black ink over a horizontal line.

Date

OCTAE OFFICIAL USE ONLY
PLEASE DO NOT WRITE IN THIS SECTION

Signature – Accountability Specialist

Date

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 PROGRAM YEAR 12—2018/2019

The Workforce Training and Education Coordinating Board is statutorily designated as the State Board of Vocational Education (RCW 28C.18.050) and is the eligible agency for the Carl D. Perkins Act federal funds for career and technical and workforce education. In 2008 the Board adopted the state's five-year Perkins Plan. The plan included performance levels for the accountability measures in Program Year One and Program Year Two, and budget pages, designating how the funds would be distributed to support secondary and postsecondary programs with Basic Grant, Leadership, State Administration, and Tech Prep dollars. As mandated within the Act, states evaluate their five-year Perkins Plan and provide an annual update with revisions to the original plan, projected performance levels for future program years, and revised budget pages, based on the state allocation.

Washington's 2018-2019 Annual Perkins Plan is updated with the following information.

Determining Eligible Recipients in Rural Areas for Secondary Education

The Rural Education Achievement Program (REAP) and Rural and Low-Income Schools (RLIS) grant provide the state's basis for determining eligible recipients in rural areas. A district must: (a) have a total average daily attendance (ADA) of less than 600 students, or (b) serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile, *and*, (c) serve only schools that have a National Center for Education Statistics (NCES) school locale code indicating Rural/Fringe, Rural/Distant, or Rural/Remote *or*, (b) be located in an area of the state defined as rural by a governmental agency of the state.

In Washington, a "rural local education agency" is defined as being located entirely within counties having population density less than 100 persons per square mile, or counties geographically smaller than 225 square miles. Both determinations are made by the state Office of Financial Management and published each year for the period of July 1 to June 30.

Secondary Education Standards

Minimum requirements for Programs of Study (POS) no longer include Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) at the secondary level; instead, the Washington State K12 Learning Standards have been phased-in over the past few years. The Next Generation Science Standards (NGSS) were adopted as the Washington State Science Learning Standards (WSSLS) in 2013. Washington also formally adopted the Washington State K-12 Learning Standards (Common Core State Standards) for English/Language Arts (ELA) and mathematics. Washington State Learning Standards have been developed and adopted in the additional areas of the arts, computer science, social studies, educational technology, health and physical education, integrated environment and sustainability, world languages, and financial education.

The Office of Superintendent of Public Instruction, Office of Career and Technical Education, has approved career and technical program standards. The standards are designed to continue ensuring high-quality, consistent, and relevant career and technical education programs as essential components of educational and career pathways.

Table 1, on the next page, illustrates what Washington proposed in its original Perkins IV Plan regarding CTE standards which impacted locally-developed Programs of Study in CTE, and compares program standards that have been subsequently adopted.

Table 1 Programs of Study Frameworks (Secondary)

Previously Approved (2008)	Program Standards (2018)
Students will demonstrate occupationally specific skills and competencies including the application of related Essential Academic Learning Requirements and Grade Level Expectations using a contextual approach.	Students will demonstrate occupationally specific skills and competencies including the application of current state and national core content standards using a contextual approach.
CTE programs are coordinated with other workforce development programs	CTE programs are an integral part of the K-20 education system and are coordinated with other workforce development programs.
Students who participate in CTE programs develop and apply skills and knowledge needed to live, learn, and work in an increasingly diverse society.	Students participating in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
Leadership skills are integrated into the content of each course.	Leadership skills are integrated throughout the content of each course. Students are encouraged to participate in career and technical student leadership organizations related to the program.
Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.	Employability skills are integrated throughout the content of each course, and students in CTE programs apply these skills in each program.
CTE programs assist students with career planning and development, transitions, employment, and postsecondary options.	CTE programs of study assist students with career planning, career development, and/or transition to employment and post-secondary options.
CTE instructional equipment, facilities, and environment are comparable to those used in the workplace	<i>same</i>
The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned	<i>same</i>
CTE instructors are provided time and resources to connect student learning with work, home, and community.	CTE programs are provided resources to connect student learning with work, home, and community
CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom	<i>same</i>
An advisory committee actively guides the relevance and continuous improvement of the program	Program specific advisory committees guide the relevance and continuous improvement of the program. Advisory committees must include balanced representation from business/industry and labor reflecting the diversity of the community.
CTE programs are reviewed annually and the results are used for continuous program improvement.	<i>same</i>

Programs of Study- Postsecondary

Between 2016-17 and 2017-18, Washington’s community and technical colleges retired approximately 55 Programs of Study and implemented about 80 new Programs of Study (POS) with their secondary education partners. Programs of Study are retired for a variety of reasons, sometimes they are simply revised and different course titles are developed to better describe alignment with a college program. As one example, Bellingham Technical College retired eight related courses in Metals Technology and Agriculture Mechanics and now, they are Welding and Fabricating Technology. Retired Programs of Study include Fire Science, Medical Office Clerk, Office Assistant, Fitness Trainer, Nursing Assisting and Construction Trades Preparation. Examples of new Programs of Study include Computer Programming, Health Informatics, Engineering Graphics, Controlled Electronics Systems, Engineering Graphics and Design and Mechanical Design & Quality Assurance.

Programs of Study- Secondary

Washington’s secondary system has not retired any Programs of Study.

High School Graduation Requirements

High school graduation requirements have changed since Washington’s Perkins IV Plan was originally adopted. Washington requires public high school students to complete a minimum number of credits to graduate. Many local school districts, however, require students to earn credits beyond the state minimum. Students must fulfill all requirements of their local district to be eligible to graduate. Table 2, below, shows the state-required minimum number of credits students need, by year of expected graduation (also known as “Class.”) A student’s Class is determined by the year he or she entered 9th grade. For example, a student who entered 9th grade in the fall of 2015 is the “Class of 2019.”

High School English Language Arts Smarter Balanced Assessment (ELA-SBAC) and High School Math Smarter Balanced Assessment (Math SBAC), or state approved alternatives, are Washington’s required assessments for graduation. Students additionally take a high-school science exam, but a specific performance level of achievement on the science exam is not currently required to graduate.

Table 2 Washington State Minimum Credit Requirements

Notes: *Shading indicates a change from the previous requirements.*

Districts may apply for a delay of up to two years in implementing the 24-credit graduation requirements. For districts that delay, these requirements will be implemented for the Class of 2020 or Class of 2021.

CLASSES	REQUIRED CREDITS		
	Class of 2015	Classes of 2016-2018	Class of 2019 and Beyond*
English	3	4	4
Mathematics	3	3	3
Science	2	2	3
Social Studies**	2.5	3	3
Arts	1	1	2
Health and Fitness	2	2	2
Career and Technical Education	1	1	1
Electives	5.5	4	4
World Language or Personalized Pathway Requirement	0	0	2
Total Required Credits	20	20	24 <i>(Up to 2 credits can be waived locally based on a student's unusual circumstances.)</i>

Legislative Action on Graduation Requirements

The passage of Engrossed Substitute House Bill (ESHB) 2224 in June 2017

(<http://lawfilesextra.wa.gov/biennium/2017-18/Pdf/Bills/Session%20Laws/House/2224-S.SL.pdf>)

created an expedited appeal process for waiving specific assessment graduation requirements for eligible students in the classes of 2014 through 2018. Some students in the Classes of 2014 through 2018 are eligible to have their assessment graduation requirements (English language arts (ELA), math, or both) waived. This requires that the student, through one of several pathways, demonstrate that he/she has attained the skills and knowledge to meet the high school standards and possesses the skills necessary to successfully achieve the college or career goals established in his or her High School and Beyond Plan.

Every Student Succeeds Act (ESSA)

Washington’s new ESSA plan was formally approved by the U.S. Dept. of Education on January 16, 2018. OSPI is currently in the process of identifying schools for Comprehensive and Targeted supports in the ESSA Index. Funds will be used to support target comprehensive schools using the ESSA indicators for monitoring at risk schools.

Dual credit opportunities, as defined in the state’s ESSA Plan, will be increasingly important for all school districts. In particular, CTE dual credit articulation agreements between the secondary and postsecondary systems will offer increased opportunity to CTE students to earn college credit.

To ensure CTE educators and directors across the state are clear on aligning ESSA to Washington’s 2018-2019 Perkins Plan, the Office of Superintendent of Public Instruction, Division of Career and Technical Education, is providing technical assistance regarding both ESSA and the Perkins indicators as related to academic achievement, academic progress, graduation rate, regular attendance, ninth grade on-track, and dual credit.

Naming Conventions

Tech Prep

Washington continued to use the term, “Tech Prep,” even after Title II Tech Prep funds were consolidated with Title I funds. In 2017, the term was rebranded as “CTE Dual Credit.” School districts may articulate CTE courses with community and technical colleges on a case-by-case basis so that secondary CTE students might have an opportunity to receive college credit.

WA Teach

Washington’s original State Plan (2008) noted the establishment of the Washington Center for Teaching Careers (WA Teach), created by OSPI to recruit qualified individuals to the teaching profession in order to alleviate shortages of credentialed teachers in Washington. WA Teach was developed as a one-stop information and referral recruitment center for individuals who may be interested in a teaching career. WA Teach offered a variety of informational and advisor-assisted services to prospective teachers. The WA Teach Initiative is now updated and rebranded to Teach WA and retains the same basic purpose as before.

Navigation 101

Washington’s transition from Navigation 101 to Career Guidance Washington (CGW) occurred in tandem with the state’s implementation of Common Core State Standards (CCSS). All CGW lessons are based on CCSS for career and college readiness and on the academic, social/emotional and career and college readiness standards inherent within the American School Counselor Association’s (ASCA) National Model for comprehensive school counseling programs. CGW lessons are also aligned with the state’s graduation requirement that all students complete a High School and Beyond Plan.

Acronyms

2008 State Plan	Updated
WAVA WA Association of Vocational Administrators	WACTA WA Association of Career and Technical Administrators
WASL WA Assessment for Student Learning	SBAC Smarter Balanced Assessment Consortium
Washington State’s Navigation 101	Career Guidance Washington
EALRs Essential Academic Learning Requirements and GLE’s (Grade Level Expectations)	WA K12 Learning Standards (includes Common Core and Next Generation Science Standards)
Tech Prep	CTE Dual Credit

Consortia

In Academic Year 2017-2018, no Local Education Agencies in Washington formed any consortia. New CTE program staff at OSPI, as well as a new influx of CTE Directors and teachers in the field, resulted in a lack of clarification on consortiums. (Secondary system organizational changes are indicated in Appendix II.) Technical guidance related to forming consortia will be provided at summer and fall Washington Association for Career and Technical Education (WA-ACTE) and Washington Association of Career and Technical Administrators (WACTA) conferences.

Talent and Prosperity for All

Washington's Strategic Plan for workforce development, now called "*Talent and Prosperity for All*" (TAP), was revised and updated in April 2018 following its initial approval in summer 2016. Crosswalks between TAP and the state's Perkins Plan continue to reflect alignment between the two documents. For more than two decades, secondary and postsecondary career and technical education have been an indivisible component of the state's workforce development system, tied together by state statutes that created the Workforce Training and Education Coordinating Board. Perkins IV performance indicators are aligned, to the extent possible, with state performance measures included in the TAP Plan. The TAP Plan describes a set of common State Core Measures used across twelve workforce development programs. Secondary and Postsecondary Career and Technical Education, the two programs funded by Perkins IV, are included among these programs.

Employment rates measured under Perkins IV are similar in definition to the state core measures for employment. Washington measures both using unemployment insurance information gathered from the state's Employment Security Department, and further education matching based on Social Security numbers. Outcomes are measured two and four quarters after student exit. Where Social Security numbers are not collected or are not available for measurement of secondary placements, districts are required to conduct a survey to provide valid and reliable data.

Budget

Basic Grant

85% of the total state allocation is designated for Basic Grant funding.

- 44% of the 85% is awarded to the secondary education system.
- 56% of the 85% is awarded to the postsecondary education system.
- The Workforce Board does not expend Basic Grant funds.

Appendices 4 and 5 illustrate the 2017/2018 Basic Grant allocation tables for schools and colleges.

Basic Grant Reserve

10% of the Basic Grant is allocated for Reserve funding to eligible schools and colleges.

- The Office of Superintendent of Public Instruction uses 10% of its Basic Grant funds for Reserve.
- The State Board for Community and Technical Colleges uses 10% of its Basic Grant funds for Reserve.
- The Workforce Board does not expend Reserve funds.

Leadership

10% of the total state allocation is designated for Leadership funds. Offender Employment Services, a division of Employment Security, no longer administers the one-percent leadership funds.

Leadership - Serving Individuals in State Institutions

1% is set aside for serving individuals in correctional institutions.

- The Office of Superintendent of Public Instruction is allocated 0.5%
- The State Board for Community and Technical Colleges is allocated 0.5%
- The Workforce Board does not expend Leadership funds for serving individuals in state institutions.

Leadership – Nontraditional Training

\$150,000 is set aside for services that prepare individuals for nontraditional CTE.

- The Office of Superintendent of Public Instruction is allocated \$75,000
- The State Board for Community and Technical Colleges is allocated \$75,000
- The Workforce Board does not expend Leadership funds for preparing individuals for nontraditional CTE.

Leadership – Remaining Allowable and Permissible Uses of Funds

The remaining balance of Leadership funds is allocated between the Workforce Board, the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges.

Administration

5% of the total state allocation is designated for Administration and is shared among the Workforce Board, the Office of Superintendent of Public Instruction, and the State Board for Community and Technical Colleges.

Washington's 2018-2019 projected Perkins budget is located in Appendix VI.

Organizational Charts

All three agencies, the Workforce Training and Education Coordinating Board (Workforce Board), the Office of Superintendent of Public Instruction (OSPI) and the State Board for Community and Technical Colleges (SBCTC) have had changes in their Perkins personnel in 2017 and 2018. In summary, they are:

Workforce Board

Perkins Program Specialist (May 2017)

Chief Financial Officer (July 2017)

OSPI

Superintendent of Public Instruction (Jan. 2017)

Chief Fiscal Officer (April 2017)

Executive Director of CTE (May 2017)

Perkins Program Supervisor (Aug. 2017)

Program Supervisor for Skilled and Technical Sciences (Jan. 2018)

Federal Fiscal Policy Monitor (March 2018)

SBCTC

Executive Director, SBCTC (June 2017)

Perkins Program Administrator (April 2018)

These changes are reflected in three new organizational charts provided in the Appendix.

Accountability

Washington's State Plan does not contain revisions to its 2017-2018 Final Agreed-Upon Performance Levels (FAUPL.) There are no changes proposed to Student Definitions, Numerators or Denominators. The state is proposing different targets for 2018-2019 as indicated in the FAUPL Revision Request Table in Appendix VII.

Secondary

1S1 Attainment of Academic Skills - Reading/Language Arts

The State proposes a target of 80.00, a reduction of 8.19 percentage points from the portal computation of 88.19. The proposed 80% is based on a range of 80% - 85% as suggested by Dr. Jose Figueroa, OCTAE Performance Accountability Specialist. In Perkins Year 6, as well as in Perkins Years 8, 9, and 10, Washington has been unable to meet its performance levels for 1S1. In the last performance reporting period, 2016-2017, performance fell to 78.30. The state proposes to reduce 1S1 to allow a more realistic target for LEAs to achieve success. 1S1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

1S2 Attainment of Academic Skills in Mathematics

The State proposes a target of 26.00, a reduction of 56 percentage points from the portal computation of 81.98. Since Year One of Perkins, the State has not met its performance target for 1S2 except for Year 7 (2013-2014.) In the last performance reporting period, 2016-2017, performance fell to 25.43. The proposed 26%, is based, in part, on one year of experience with the Smarter Balance Assessments, and is also based on a range of 26%-27% as suggested by Dr. Jose Figueroa, OCTAE Performance Accountability Specialist.

1S2, based on the No Child Left Behind Act, employed a state-developed standardized assessment administered in the tenth grade. Based on previous data, the majority of students who take the assessment in tenth grade do not become CTE concentrators (students who enroll in two or more CTE courses beyond the exploratory level in a single cluster) until grades 11 and 12. CTE student assessments are included in the overall WA assessment for Math and English indicators; they are not assessed separately on the basis that they are CTE students.

In the spring of 2016, the math assessment for Washington changed from the HSPE (High School Proficiency Exam) to the SBAC (Smarter Balanced Assessment Consortium), incorporating the Common Core State Standards in mathematics. In addition, the year in which students took these assessments changed from 10th grade to 11th grade. Both of these factors had an impact on CTE concentrator performance. While CTE students have the opportunity to take course equivalencies, which incorporate K-12 Math Standards and are taught at the same rigor as basic education mathematics courses, looking at the math assessment scores for all Washington students, not just CTE students, *CTE students performed at the same level of proficiency as non-CTE students.*

The state agrees with significantly lowering the 1S2 target to a more realistic performance level with the expectation that change in testing year will produce better results. 1S2 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

2S1 Technical Skill Attainment

The State agrees with a target of 90.00, in alignment with the Perkins portal computation. 2S1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

3S1 School Completion

The State proposes a target of 89.00, a reduction of .71 percentage points from the portal computation of 89.71. The proposed 89% is based on a range of 89%-95% as suggested by Dr. Jose Figueroa, OCTAE Performance Accountability Specialist. In the last performance reporting period, 2016-2017, 3S1 performance was only 87.21. The State's three-year past performance average is 86.88. An increase to 89% will be a challenge and may not permit a realistic target for LEAs to achieve success. 3S1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

4S1 Student Graduation Rates

The State proposes a target of 89.00, a reduction of 1 percentage point from the portal computation of 90.00. The proposed 89% is based on a range of 89%-95% as suggested by Dr. Jose Figueroa, OCTAE Performance Accountability Specialist. In the last performance reporting period, 2016-2017, 4S1 performance was 87.99%. The State's three-year past performance average is 87.58. An increase to 89% will be a challenge and may not permit a realistic target for LEAs to achieve success. 4S1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

5S1 Placement

The State agrees with a target of 74.00, in alignment with the Perkins portal computation. 5S1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

6S1 Nontraditional Participation

The State proposes a target of 57.00, a reduction of 1 percentage point from the portal computation of 58.00. The proposed 57% is based on a range of 57% - 60%% as suggested by Dr. Jose Figueroa, OCTAE Performance Accountability Specialist. In the last performance reporting period, 2016-2017, 6S1 performance was 55.16%

The State's three-year past performance average is 56.24. An increase to 57% will be a challenge and may not permit a realistic target for LEAs to achieve success. 6S1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

LEAs do promote participation in nontraditional CTE Programs of Study in various ways, including but not limited to, guest speakers, field trips, and special events; however, the choice to enroll in a nontraditional course is based solely on the student(s) desires, interests, or schedule availability as the majority of LEAs offer open course enrollment. LEAs continue to find it difficult to attain any measurable increase in 6S1. An increase to 57% will be a challenge and may not permit a realistic target for LEAs to achieve success.

6S2 Nontraditional Completion

The State proposes a target of 57.00, a reduction of 4.15 percentage points from the portal computation of 61.15. The proposed 57% is based on a range of 57% - 60% as suggested by Dr. Jose Figueroa, OCTAE Performance Accountability Specialist. In the last performance reporting period, 2016-2017, 6S2 performance was 56.03%. The State's three-year past performance average is 56.24. An increase to 57% will be a challenge and may not permit a realistic target for LEAs to achieve success.

LEAs do promote program completion for CTE students enrolled in nontraditional fields and must identify program completion strategies for CTE students enrolled in nontraditional courses or Programs of Study when developing their annual local applications. However, the choice to complete a 'nontraditional' course or Program of Study is based solely on the student(s) desires, interests, or schedule availability. LEAs have continuously found it difficult to improve the 6S2 performance target. The proposed 57% will be a challenge and may not permit a realistic target for LEAs to achieve success. 6S2 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

Postsecondary

1P1 Technical Skill Attainment

The State proposes a target of 39,169 in alignment with the portal computation. 1P1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

2P1 Credential, Certificate or Degree

The State proposes a target of 31,094 in alignment with the portal computation. 2P1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

3P1 Student Retention or Transfer

The State proposes a target of 63.00 in alignment with the portal computation. 3P1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

4P1 Student Placement

The State proposes a target of 58.00, a reduction of 2 percentage points from the portal computation of 60.00%. Economic conditions throughout the state have not significantly changed except for the Seattle/King County region; it is important to note that 38/39 Washington counties are not showing near the same level of economic growth and opportunity. State and local investments in community college programs decrease as enrollment drop and, for the last seven years, FY2010 to FY 2017, the community and technical college system has experienced a 20.6% decrease in workforce education course enrollments. The proposed 60% will be a challenge to those community and technical colleges who are *not located* in and around the Seattle/King county metropolitan area and may not permit a realistic target for those colleges to achieve success. 4P1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

5P1 Nontraditional Participation

The State proposes a target of 18.50 in alignment with OCTAE. 5P1 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

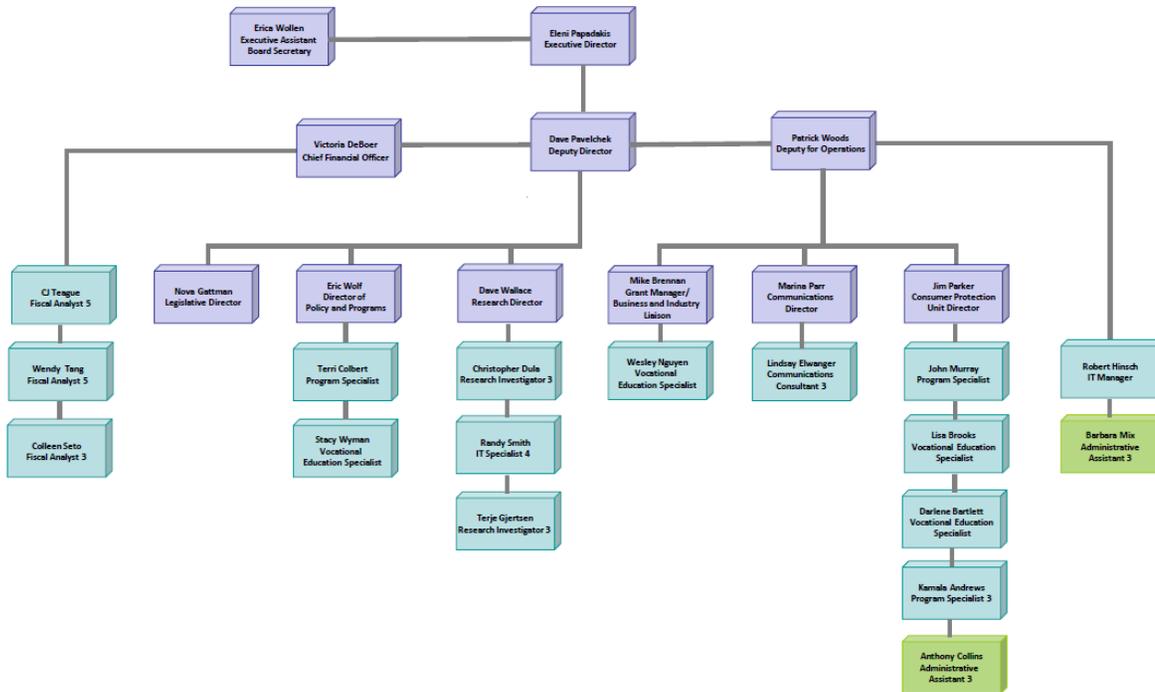
5P2 Nontraditional Completion

The State proposes a target of 17.50 in alignment with OCTAE.

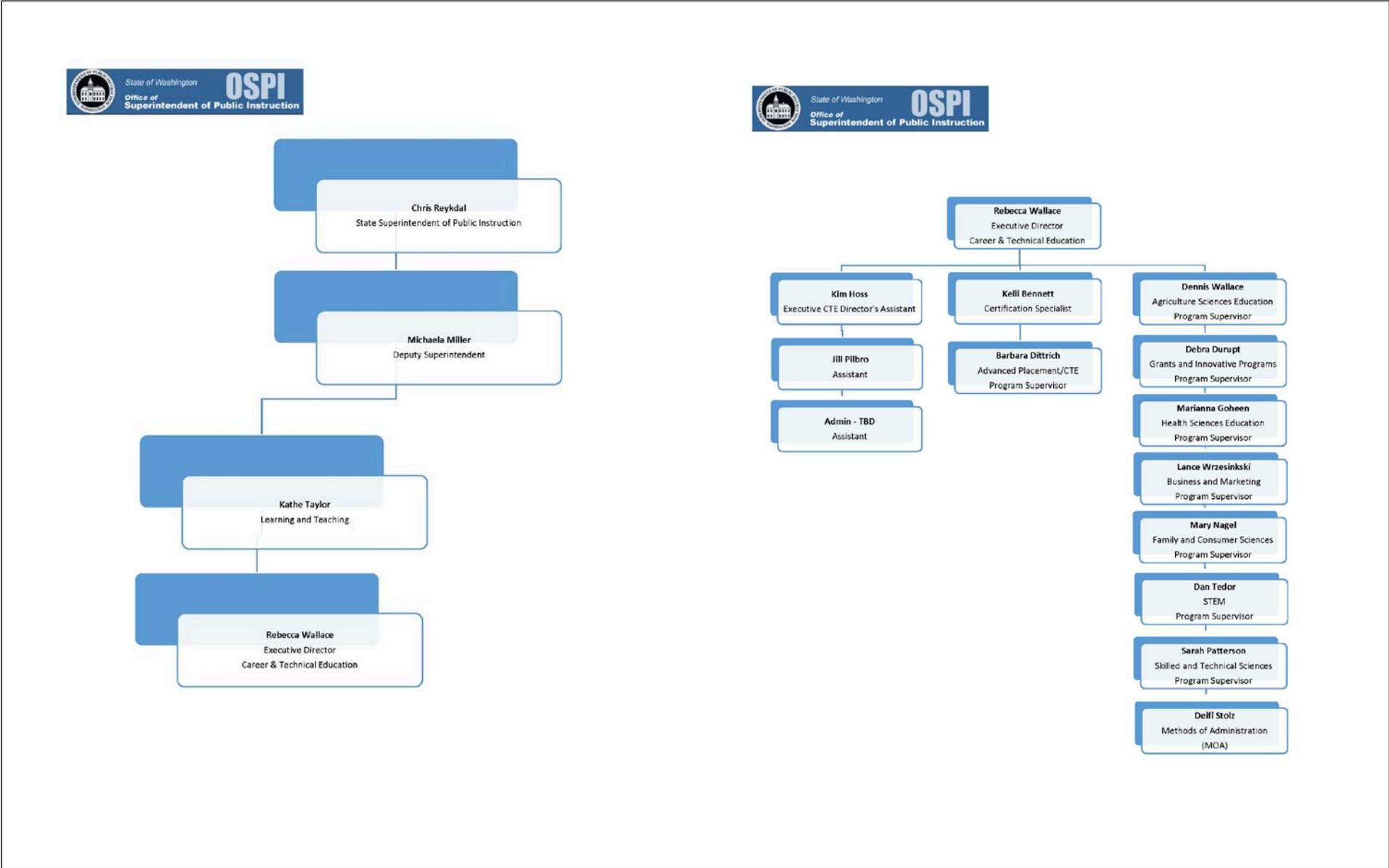
5P2 prior year performance is illustrated in Appendix VII FAUPL History and 2018 Projections.

Appendix I Workforce Training and Education Coordinating Board Organization Chart

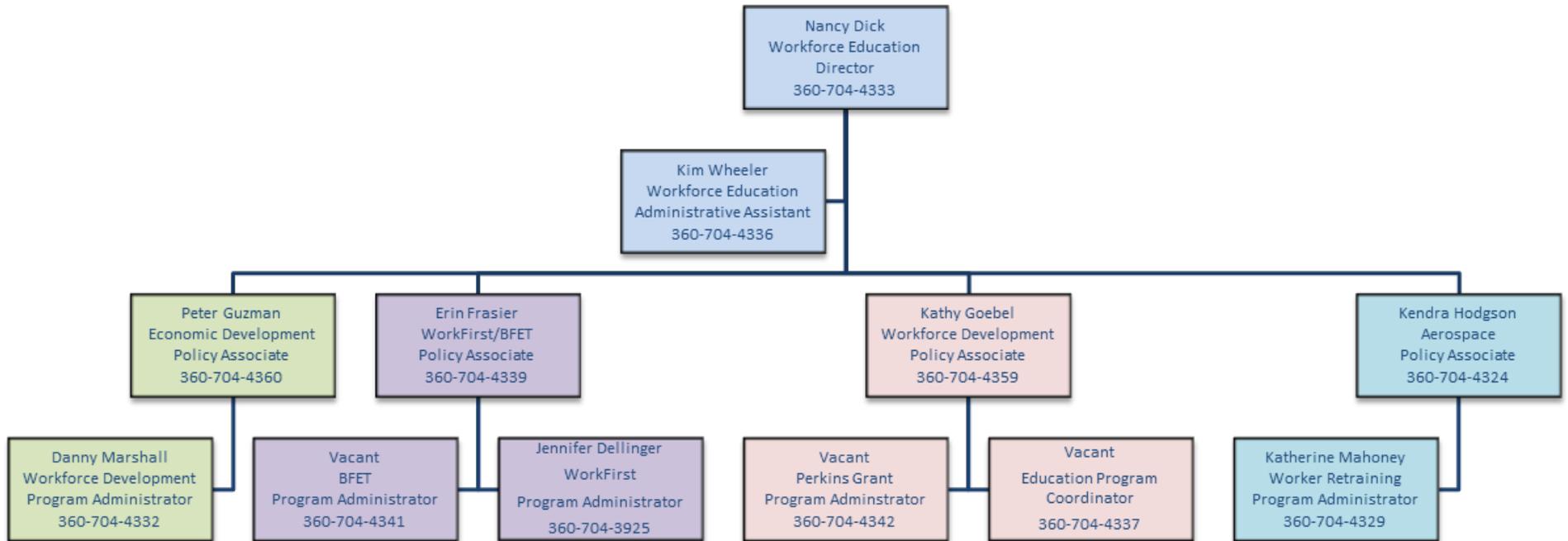
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD



Appendix II Office of Superintendent of Public Instruction Organization Chart



Appendix III State Board for Community and Technical Education – Division of Workforce Education Organization Chart



Appendix IV Basic Grant Allocations to Local Education Agencies and Skill Centers, FY 17-18

Aberdeen School District	\$29,663.00
Adna School District	\$5,257.00
Anacortes School District	\$12,077.00
Arlington School District	\$23,081.00
Asotin-Anatone School District	\$3,913.00
Auburn School District	\$109,826.00
Bainbridge Island School District	\$14,008.00
Battle Ground School District	\$59,520.00
Bellevue School District	\$65,835.00
Bellingham School District	\$64,007.00
Bethel School District	\$100,723.00
*Pierce County Skills Center (part of Bethel School District)	\$29,326.00
Blaine School District	\$13,311.00
Bremerton School District	\$36,200.00
*West Sound Technical Skills Center (part of Bremerton School District)	\$20,013.00
Brewster School District	\$9,167.00
Bridgeport School District	\$7,334.00
Burlington-Edison School District	\$26,394.00
Camas School District	\$21,556.00
Cascade School District	\$10,119.00
Cashmere School District	\$10,395.00
Castle Rock School District	\$8,506.00
Central Kitsap School District	\$43,948.00
Central Valley School District	\$74,344.00
Centralia School District	\$30,649.00
Chehalis School District	\$16,502.00
Cheney School District	\$27,430.00
Chewelah School District	\$11,897.00
Chimacum School District	\$6,161.00
Clarkston School District	\$22,949.00
Cle Elum-Roslyn School District	\$6,423.00
Clover Park School District	\$114,811.00
Colfax School District	\$4,755.00
College Place School District	\$14,712.00
Colton School District	\$1,276.00
Columbia (Stevens) School District	\$2,675.00
Columbia (Walla Walla) School District	\$5,032.00
Colville School District	\$16,909.00
Concrete School District	\$5,172.00
Coulee-Hartline School District	\$1,613.00
Coupeville School District	\$7,892.00
Darrington School District	\$2,659.00
Davenport School District	\$4,231.00
Dayton School District	\$4,560.00
Deer Park School District	\$15,505.00
East Valley School District (Spokane)	\$31,081.00
East Valley School District (Yakima)	\$14,459.00
Eastmont School District	\$38,065.00
Eatonville School District	\$7,631.00

Edmonds School District	\$113,259.00
Ellensburg School District	\$21,330.00
Elma School District	\$15,151.00
Enumclaw School District	\$21,438.00
Ephrata School District	\$15,630.00
Everett School District	\$113,899.00
Evergreen School District (Clark)	\$154,744.00
*Cascadia Technical Academy	
(part of Evergreen School District)	\$58,603.00
Federal Way School District	\$135,543.00
Ferndale School District	\$34,017.00
Fife School District	\$21,551.00
Finley School District	\$5,034.00
Franklin Pierce School District	\$60,789.00
Freeman School District	\$3,578.00
Garfield School District	\$535.00
Goldendale School District	\$10,663.00
Grand Coulee Dam School District	\$7,061.00
Grandview School District	\$31,320.00
Granger School District	\$13,243.00
Granite Falls School District	\$9,509.00
Highland School District	\$7,885.00
Highline School District	\$108,102.00
*Puget Sound Skills Center	
(part of Highline School District)	\$62,881.00
Hoquiam School District	\$16,249.00
Issaquah School District	\$55,263.00
Kalama School District	\$5,373.00
Kelso School District	\$38,616.00
Kennewick School District	\$102,035.00
*Tri-Teck Skills Center	
(part of Kennewick School District)	\$71,954.00
Kent School District	\$173,141.00
Kettle Falls School District	\$6,575.00
Kiona-Benton City School District	\$13,407.00
La Center School District	\$3,538.00
Lake Chelan School District	\$10,737.00
Lake Quinault School District	\$1,955.00
Lake Stevens School District	\$32,310.00
Lake Washington School District	\$88,693.00
Washington Network for Innovative	
Careers - WANIC Skill Center	
*(part of Lake Washington School District)	\$25,410.00
Lakewood School District	\$10,546.00
Liberty School District	\$3,508.00
Lind School District	\$1,896.00
Longview School District	\$61,852.00
Lopez School District	\$2,182.00
Lynden School District	\$15,921.00
Mabton School District	\$8,702.00
Manson School District	\$4,592.00
Mary M Knight School District	\$1,907.00
Marysville School District	\$62,134.00
Mead School District	\$44,041.00

Medical Lake School District	\$8,845.00
Mercer Island School District	\$12,659.00
Meridian School District	\$8,458.00
Methow Valley School District	\$5,751.00
Monroe School District	\$26,283.00
Montesano School District	\$6,975.00
Morton School District	\$2,879.00
Moses Lake School District	\$44,191.00
*Columbia Basin Technical Skills Center (part of the Moses Lake School District)	\$20,727.00
Mossyrock School District	\$4,573.00
Mount Adams School District	\$9,032.00
Mount Baker School District	\$14,652.00
Mount Vernon School District	\$50,478.00
*Northwest Career and Technical Skill Center (part of Mount Vernon School District)	\$28,237.00
Mukilteo School District	\$84,603.00
*Sno Isle Skill Center (part of Mukilteo School District)	\$55,086.00
Naches Valley School District	\$9,776.00
Napavine School District	\$3,589.00
Naselle-Grays River Valley School District	\$2,517.00
Newport School District	\$10,525.00
Nine Mile Falls School District	\$11,458.00
Nooksack Valley School District	\$11,187.00
North Beach School District	\$5,156.00
North Franklin School District	\$17,842.00
North Kitsap School District	\$27,803.00
North Mason School District	\$16,079.00
North Thurston Public Schools	\$87,164.00
Northshore School District	\$64,560.00
Oak Harbor School District	\$30,125.00
Oakesdale School District	\$420.00
Oakville School District	\$1,436.00
Ocean Beach School District	\$6,874.00
Ocosta School District	\$5,674.00
Okanogan School District	\$10,026.00
Olympia School District	\$48,157.00
Omak School District	\$14,324.00
Onalaska School District	\$4,716.00
Orcas Island School District	\$4,295.00
Oroville School District	\$8,672.00
Orting School District	\$16,516.00
Othello School District	\$27,771.00
Palouse School District	\$1,706.00
Pasco School District	\$114,115.00
Pateros School District	\$2,345.00
Pe Ell School District	\$1,887.00
Peninsula School District	\$34,815.00
Pomeroy School District	\$2,404.00
Port Angeles School District	\$26,842.00
North Olympic Peninsula Skills Center *(part of Port Townsend School District)*¹	DID NOT APPLY/closed

Port Townsend School District	\$12,218.00
Prescott School District	\$2,465.00
Prosser School District	\$21,075.00
Pullman School District	\$14,255.00
Puyallup School District	\$104,601.00
Quilcene School District	\$1,756.00
Quillayute Valley School District	\$10,437.00
Quincy School District	\$25,381.00
Rainier School District	\$4,849.00
Raymond School District	\$5,199.00
Reardan-Edwall School District	\$4,676.00
Renton School District	\$105,034.00
Richland School District	\$54,490.00
Ridgefield School District	\$8,814.00
Ritzville School District	\$2,006.00
Riverside School District	\$14,759.00
Riverview School District	\$13,675.00
Rochester School District	\$15,706.00
Rosalia School District	\$1,181.00
Royal School District	\$14,166.00
San Juan Island School District	\$4,567.00
Seattle Public Schools	\$289,463.00
Seattle Public Schools Skills Center	\$13,639.00
Sedro-Woolley School District	\$26,814.00
Selah School District	\$20,719.00
Selkirk School District	\$2,764.00
Sequim School District	\$21,500.00
Shelton School District	\$46,717.00
Shoreline School District	\$40,439.00
Snohomish School District	\$33,466.00
Snoqualmie Valley School District	\$23,091.00
Soap Lake School District	\$3,866.00
South Bend School District	\$3,953.00
South Kitsap School District	\$53,764.00
Spokane School District	\$247,566.00
*NEWTECH Skills Center (part of the Spokane School District)	\$65,695.00
Sprague School District	\$913.00
Stanwood-Camano School District	\$22,163.00
Steilacoom Hist. School District	\$14,946.00
Stevenson-Carson School District	\$8,831.00
Sultan School District	\$12,038.00
Sumner School District	\$41,320.00
Sunnyside School District	\$52,703.00
Tacoma School District	\$257,560.00
Tahoma School District	\$25,195.00
Tekoa School District	\$684.00
Tenino School District	\$8,244.00
Toledo School District	\$3,986.00
Tonasket School District	\$7,155.00
Toppenish School District	\$38,348.00
Toutle Lake School District	\$2,537.00
Tukwila School District	\$23,001.00
Tumwater School District	\$24,848.00

*New Market Skill Center	
(part of the Tumwater School District)	\$39,636.00
University Place School District	\$28,813.00
Vancouver School District	\$149,086.00
Vashon Island School District	\$6,545.00
Wahkiakum School District	\$3,436.00
Wahluke School District	\$18,196.00
Waitsburg School District	\$1,984.00
Walla Walla Public Schools	\$51,159.00
Wapato School District	\$33,118.00
Warden School District	\$8,771.00
Washougal School District	\$15,912.00
Washtucna School District	\$315.00
Waterville School District	\$3,351.00
Wenatchee School District	\$39,091.00
*Wenatchee Valley Technical Skills Center	
(part of Wentachee School District)	\$17,181.00
West Valley School District (Spokane)	\$20,276.00
West Valley School District (Yakima)	\$23,415.00
White Pass School District	\$3,042.00
Willapa Valley School District	\$3,236.00
Wilson Creek School District	\$571.00
Winlock School District	\$6,771.00
Woodland School District	\$13,804.00
Yakima School District	\$154,658.00
*Yakima Valley Technical Skills Center	
(part of Yakima School District)	\$64,504.00
Yelm School District	\$39,738.00
Zillah School District	\$6,946.00
Total Basic Grant Allocation	\$6,748,872.00

Appendix V Basic Grant Allocations to Community and Technical Colleges, FY 17-18

Bates	\$269,765
Bellevue	\$269,994
Bellingham	\$448,454
Big Bend	\$169,564
Cascadia	\$0
Centralia	\$209,040
Clark	\$504,509
Clover Park	\$476,201
Columbia Basin	\$302,179
Edmonds	\$265,849
Everett	\$277,907
Grays Harbor	\$196,591
Green River	\$313,894
Highline	\$285,067
Lake Washington	\$242,045
Lower Columbia	\$296,214
Olympic	\$403,158
Peninsula	\$185,884
Pierce	\$530,756
Renton	\$279,990
Seattle Central	\$273,386
Seattle North	\$173,527
Seattle South	\$226,283
Shoreline	\$198,586
Skagit Valley	\$348,626
South Puget	
Sound	\$196,513
Spokane District	\$938,210
Tacoma	\$321,431
Walla Walla	\$420,334
Wenatchee	\$245,409
Whatcom	\$218,998
Yakima Valley	\$464,814

Total **\$9,953,178**

Note: Cascadia did not meet \$50k
requirement for funding purposes

Appendix VI TITLE I: CAREER AND TECHNICAL ASSISTANCE TO STATES
Washington State Perkins Budget 2018/2019

LINE			
1	TOTAL ALLOCATION TO THE STATE		
2	Total Title I Allocation to the State	\$21,694,542.00	
3	Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds	\$0.00	
4	Total Amount of Combined Title I and Title II Funds to be distributed under Section 112 (line 2 + 3)	\$21,694,542.00	
5	LOCAL FORMULA DISTRIBUTION		
6	Local Formula Distribution (not less than 85%)	\$18,440,361.00	85%
7	RESERVE		
8	Funds for Secondary Programs	\$811,376.00	44%
9	Funds for Postsecondary Programs	\$1,032,660.00	55.9%
10	Total Reserve (not more than 10% of line 6)	\$1,844,036.00	9.99%
11	FORMULA ALLOCATIONS		
12	Funds for Secondary Programs	\$7,086,631.00	42.7%
13	Funds for Postsecondary Programs	\$9,509,694.00	57.2%
14	Total Available for Formula Allocations (line 12 + 13)	\$16,596,325.00	90%
15	STATE LEADERSHIP		
16	Non-Traditional Training and Employment	\$150,000.00	
17	Corrections or Institutions	\$216,945.00	
18	Other State Leadership	\$1,802,509.00	9.99%
19	Total State Leadership (not more than 10%)	\$2,169,454.00	
20	STATE ADMINISTRATION		
21	State Administration (not more than 5%)	\$1,084,727.00	4.99%
22	STATE ADMINISTRATION MATCH		
23	State Administration Match (from non-federal funds)	\$1,084,727.00	

Appendix VII FAUPL History and 2018 Projections

Washington's FAUPL History and 2018 Projections are provided on the following pages.

Appendix VIII FAUPL Revision Request Forms

Washington's FAUPL Revision Request Forms are provided on the following pages for the following:

- Secondary
 - 1S1
 - 1S2
 - 3S1
 - 4S1
 - 5S1
 - 6S1
 - 6S2
- Postsecondary
 - 4P1

Appendix VIII Accountability Attestation Form

Washington's Accountability Attestation Form is provided at the end of this document.

**OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

FAUPL REVISION REQUEST FORM

OVERVIEW

1. **State:** Washington
2. **Data Owner** (i.e., State, clearinghouse, etc.): State: Office of Superintendent of Public Instruction Comprehensive Education Data and Research System (CEDARS)
3. **Measure Number** (as in FAUPL, ie.6P1): 1S1
4. **Proposed Target:** 80%
5. **Program Level** (i.e., secondary, postsecondary): Secondary

✓ **Reason for Revision:** ESEA Waiver Measurement Approach Indicator Definition (Num or Den)
 Student Definition (concentrator/participant) Baseline

6. **Old Definition or Approach:** (Indicators, student definition, or approach)

Definition and approach remains the same.

Numerator: Number of CTE concentrators who have met the proficient or advanced level on a state wide accepted high school reading/language arts assessment administered in accordance with the statewide accountability system pursuant to Section 1111(c) of the ESSA and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took a statewide accepted high school assessment in reading/language arts who scores were included in the state while accountability system pursuant to Section 1111 (c) of the ESSA and who, in the reporting year, left secondary education.

7. **New Definition or Approach:** (Indicators, student definition, or approach)

Definition and approach remains the same.

8. **General description of the change** (How does this affect student outcomes/performance?):

A reduction of 8.19 percentage points from the proposed target in the Perkins portal.

9. *Rationale or justification for the change (Why is the change necessary?):*

LEA's are required as part of their local Perkins application to identify how they will improve CTE programs through the integration of CTE and core academic programs.

LEA applications are reviewed by multiple Program Supervisors within the CTE Department at OSPI. If an LEA submits a response that does not meet our criteria or is deemed not adequate, the LEA's must revise and resubmit their application to be approved for funding.

Using the three (3) year average, the state proposes to reduce the target to better align with actual performance levels and make the performance target more attainable for LEA's to achieve success.

14-15 1S1 Indicator Performance: 85.19

15-16 1S1 Indicator Performance: 81.95

16-17 1S1 Indicator Performance: 78.30

OSPI 3 Year Performance Average: 81.81

10. *ESSA waiver (Rationale/Justification and Documentation):*

N/A

OSPI anticipates changes in the future based on the requirements of the state's approved ESSA plan.

**OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

FAUPL REVISION REQUEST FORM

OVERVIEW

1. *State*: Washington
2. *Data Owner* (i.e., State, clearinghouse, etc.): State: Office of Superintendent of Public Instruction Comprehensive Education Data and Research System (CEDARS)
3. *Measure Number* (as in FAUPL, ie.6P1): 1S2
4. *Proposed Target*: 26%
5. *Program Level* (i.e., secondary, postsecondary): Secondary
6. *Reason for Revision*: ESEA Waiver Measurement Approach Indicator Definition (Num or Den)
 Student Definition (concentrator/participant) Baseline

7. *Old Definition or Approach*: (Indicators, student definition, or approach)

Definition and approach remain the same.

Numerator: Number of CTE concentrators who have met the proficient or advanced level on statewide accepted high school mathematics assessment administered in accordance with the statewide accountability system pursuant to Section 1111 (c) of the ESSA and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took a statewide accepted high school assessment in mathematics whose scores were included in the statewide accountability system pursuant to Section 1111 (c) of the ESSA and who, in the reporting year, left secondary education

8. *New Definition or Approach*: (Indicators, student definition, or approach)

Definition and approach remain the same.

9. *General description of the change* (How does this affect student outcomes/performance?):

A reduction of 55.98, (almost 56), percentage points from the proposed target in the Perkins portal.

10. *Rationale or justification for the change* (Why is the change necessary?):

In the spring of 2016, the math assessment for Washington State changed from the HSPE (High School Proficiency Exam) to the SBAC (Smarter Balanced Assessment Consortium). In addition, the year in which students took these assessments changed from 10th grade to 11th grade. Both of these factors had an impact on CTE concentrator performance. However, looking at the math assessment scores for all

Washington students, not just CTE students, CTE students performed at the same level of proficiency as non-CTE students. In addition, CTE students have the opportunity to take course equivalencies, which incorporate K-12 Math Standards and are taught at the same rigor as basic education mathematics courses. Only a small demographic of CTE students (concentrators) are used to determine the overall performance for CTE assessments, which can potentially skew the overall impact CTE has on its students.

Local performance data is collected via CEDARS (Comprehensive Education Data and Research System). A three (3) year average of the student performance for this indicator is listed below.

14-15 1S2 Indicator Performance: 78.98

15-16 1S2 Indicator Performance: 75.40

16-17 1S2 Indicator Performance: 25.43

OSPI 3 Year Performance Average: 59.94

11. ESSA waiver (Rationale/Justification and Documentation):

N/A

OSPI anticipates changes in the future based on the requirements of the state approved ESSA plan.

**OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

FAUPL REVISION REQUEST FORM

OVERVIEW

1. *State*: Washington
2. *Data Owner* (i.e., State, clearinghouse, etc.): State: Office of Superintendent of Public Instruction Comprehensive Education Data and Research System (CEDARS)
3. *Measure Number* (as in FAUPL, ie.6P1): 3S1
4. *Proposed Target*: 89%
5. *Program Level* (i.e., secondary, postsecondary): Secondary
6. *Reason for Revision*: ESEA Waiver Measurement Approach Indicator Definition (Num or Den)
 Student Definition (concentrator/participant) Baseline

7. *Old Definition or Approach: (Indicators, student definition, or approach)*

Definition and approach remain the same.

Numerator: Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year.

Denominator: Number of CTE concentrators who have left secondary education in the reporting year.

8. *New Definition or Approach: (Indicators, student definition, or approach)*

Definition and approach remain the same.

9. *General description of the change (How does this affect student outcomes/performance?):*

A reduction of .71 percentage point from the proposed target in the Perkins portal.

10. *Rationale or justification for the change (Why is the change necessary?):*

Local performance data is collected via CEDARS (Comprehensive Education Data and Research System). Using the three (3) year average, OSPI proposes to change the state target to better align with actual performance levels and make the state target more attainable for LEA's to achieve success.

14-15 3S1 Indicator Performance: 86.71

15-16 3S1 Indicator Performance: 86.73

16-17 3S1 Indicator Performance: 87.21

OSPI 3 Year Performance Average: 86.88

11. ESSA waiver (Rationale/Justification and Documentation):

N/A

OSPI anticipates changes in the future based on the requirements of the state approved ESSA plan.

**OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

FAUPL REVISION REQUEST FORM

OVERVIEW

1. **State:** Washington
2. **Data Owner** (i.e., State, clearinghouse, etc.): State: Office of Superintendent of Public Instruction Comprehensive Education Data and Research System (CEDARS)
3. **Measure Number** (as in FAUPL, ie.6P1): 4S1
4. **Proposed Target:** 89%
5. **Program Level** (i.e., secondary, postsecondary): Secondary
6. **Reason for Revision:** ESEA Waiver Measurement Approach Indicator Definition (Num or Den)
 Student Definition (concentrator/participant) Baseline
7. **Old Definition or Approach:** (*Indicators, student definition, or approach*)
Definition and approach remain the same.

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111 (b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts who scores were included in the States computation of AYP and who, in the reporting year, left secondary education.

8. **New Definition or Approach:** (*Indicators, student definition, or approach*)
Definition and approach remain the same.
9. **General description of the change** (*How does this affect student outcomes/performance?*):
A reduction of one (1) percentage point from the proposed target in the Perkins portal.
10. **Rationale or justification for the change** (*Why is the change necessary?*):
Local performance data is collected via CEDARS (Comprehensive Education Data and Research System). Using the three (3) year average, the state proposes to change the target to better align with historical performance levels and permit more attainable program performance levels for LEA’s to achieve success.

Three Year Performance Average

14-15 4S1 Indicator Performance: 87.06

15-16 4S1 Indicator Performance: 87.70

16-17 4S1 Indicator Performance: 87.99

Three Year Performance Average: 87.58

11. ESSA waiver (Rationale/Justification and Documentation):

N/A

OSPI anticipates changes in the future based on the requirements of the state approved ESSA plan.

**OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

FAUPL REVISION REQUEST FORM

OVERVIEW

1. **State:** Washington
2. **Data Owner** (i.e., State, clearinghouse, etc.): (1) State: Office of Superintendent of Public Instruction Comprehensive Education Data and Research System (CEDARS); (2) State: Employment Securities Division data;
- 3.
4. **Measure Number** (as in FAUPL, ie.6P1): 5S1
5. **Proposed Target:** 75%
6. **Program Level** (i.e., secondary, postsecondary): Secondary
7. **Reason for Revision:** ESEA Waiver Measurement Approach Indicator Definition (Num or Den)
 Student Definition (concentrator/participant) Baseline
8. **Old Definition or Approach:** *(Indicators, student definition, or approach)*

Definition and approach remains the same.

Numerator: Number of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

9. **New Definition or Approach:** *(Indicators, student definition, or approach)*

Definition and approach remain the same.

10. **General description of the change** *(How does this affect student outcomes/performance?):*

The state proposes an increase of 1 percentage point above the proposed target in the Perkins portal.

11. **Rationale or justification for the change** *(Why is the change necessary?):*

Secondary placement data for this particular indicator is collected and analyzed by the Washington State Education Research and Data Center (ERDC) from several sources. These are the Washington Employment Security Department, Oregon and Idaho UI departments, and, up through last year, the Federal Employment Data Exchange System (FEDES.) As of February 2018, FEDES is temporarily suspended while the U.S. Dept. of Labor (US-DOL) Employment and Training Administration (ETA) reassesses the feasibility of maintaining the FEDES database. The time and research required to sufficiently mine data for 5S1 performance results from these different databases by ERDC results in a

two-year lag-time. In essence, LEAs are benchmarked against 5S1 performance from data reported two years' prior.*¹

Based on local performance data collected through the secondary CEDARS (Comprehensive Education Data and Research System) and using a three (3) year average of past performance, the state proposes to increase the state target by one (1) percentage point to demonstrate LEAs success.

Three-Year Performance Average

14-15 5S1 Indicator Performance: 73.23

15-16 5S1 Indicator Performance: 74.05

16-17 5S1 Indicator Performance: 75.35

OSPI 3 Year Average = 74.21

12. ESSA waiver (Rationale/Justification and Documentation):

N/A

OSPI anticipates changes in the future based on the requirements within the state approved ESSA plan.

*¹ Secondary Perkins performance data is generally reported by the districts to the Office of the Superintendent in the fall of each year. As an example, LEAs submit and finalize their 16-17 data in the fall (usually October) of the 17-18 school year. This allows LEAs the chance to count those students who may have left secondary education during the 16-17 school year, but have re-enrolled in the 17-18 school year to complete their graduation requirements. It is correct to capture these students at this time due to the fact their graduation cohort year would be 16-17. However, the summer prior to the start of the 17-18 school year, the 17-18 Perkins application is launched. The deadline for LEAs to submit their application to OSPI for final approval happens before the 16-17 data has been finalized, therefore, the data that is loaded into the EDS system for LEAs to view their local performance of their Perkins indicators will be from the 15-16 school year, thus resulting in a two (2) year delay in data. Because of the time it takes to collect the data for the 5S1 indicator, the same situation above applies, but that data set will be three (3) years behind the current school year of 17-18.

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH

FAUPL REVISION REQUEST FORM

OVERVIEW

1. *State*: Washington
2. *Data Owner* (i.e., State, clearinghouse, etc.): State: Office of Superintendent of Public Instruction Comprehensive Education Data and Research System (CEDARS)
3. *Measure Number* (as in FAUPL, ie.6P1): 6S1
4. *Proposed Target*: 57%
5. *Program Level* (i.e., secondary, postsecondary): Secondary
6. *Reason for Revision*: ESEA Waiver Measurement Approach Indicator Definition (Num or Den)
 Student Definition (concentrator/participant) Baseline
7. *Old Definition or Approach: (Indicators, student definition, or approach)*
Definition and approach remain the same.

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

8. *New Definition or Approach: (Indicators, student definition, or approach)*
Definition and approach remain the same.
9. *General description of the change (How does this affect student outcomes/performance?):*
A reduction of one (1) percentage point from the proposed target in the Perkins portal.

10. ***Rationale or justification for the change (Why is the change necessary?):***
LEA's are required, as part of their local Perkins application, to identify how they will promote preparation for nontraditional fields. LEAs must identify acceptable recruitment methods and strategies. LEA applications are reviewed by multiple Program Supervisors within the CTE Department at OSPI. If an LEA submits a response that does not meet OSPI CTE criteria or, is deemed not adequate, LEAs must revise and resubmit their application before funding is approved. LEAs promote participation in nontraditional CTE Programs of Study in various ways, including but not limited to, guest speakers, field trips, and special events. However, the choice to enroll in a 'nontraditional' course is based solely on the student(s) desires, interests, or schedule availability. LEA's have continued to find it difficult to attain any measurable increase in this performance target.

Using the three (3) year average, OSPI proposes to reduce the state target to better align with actual performance levels and make 6S1 more realistically attainable for LEAs to achieve success.

Three-Year Performance Average

14-15 6S1 Indicator Performance: 58.00

15-16 6S1 Indicator Performance: 55.57

16-17 6S1 Indicator Performance: 55.16

OSPI 3 Year Average = 56.24

11. ESSA waiver (Rationale/Justification and Documentation):

N/A

OSPI anticipates changes in the future based on the requirements of the state approved ESSA plan.

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION PERFORMANCE AND ACCOUNTABILITY BRANCH

FAUPL REVISION REQUEST FORM

OVERVIEW

1. **State:** Washington
2. **Data Owner** (i.e., State, clearinghouse, etc.): State: Office of Superintendent of Public Instruction Comprehensive Education Data and Research System (CEDARS)
3. **Measure Number** (as in FAUPL, ie.6P1): 6S2
4. **Proposed Target:** 57%
5. **Program Level** (i.e., secondary, postsecondary): Secondary
6. **Reason for Revision:** ESEA Waiver Measurement Approach Indicator Definition (Num or Den)
 Student Definition (concentrator/participant) Baseline
7. **Old Definition or Approach:** (Indicators, student definition, or approach)
Definition and approach remain the same.

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

8. **New Definition or Approach:** (Indicators, student definition, or approach)
Definition and approach remain the same.
9. **General description of the change** (How does this affect student outcomes/performance?):
A reduction of 4.15 percentage points from the proposed target in the Perkins portal.
10. **Rationale or justification for the change** (Why is the change necessary?):

LEAs are required, as part of their local Perkins application, to identify how they will promote program completion for CTE students enrolled in nontraditional fields. LEAs must identify completion strategies for CTE students enrolled in nontraditional courses or Programs of Study when developing their annual LEA applications which are then reviewed by multiple Program Supervisors within the CTE Department at OSPI. If an LEA submits a response that does not meet CTE criteria or is deemed not adequate, LEAs must revise and resubmit their application prior to approval for funding. LEAs promote CTE program completion in nontraditional fields in various ways, including but not limited to, guest speakers, field trips, and special events. However, the choice to complete a 'nontraditional' course or Program of Study

is based solely on the student(s) desires, interests, or schedule availability. LEAs have continuously found it difficult to improve the 6S2 performance target.

Using a three (3) year average, the state proposes to change the state target to more realistically align with historical performance levels and provide a more attainable target for LEAs to achieve success.

Three-Year Performance Average

14-15 6S2 Indicator Performance: 58.15

15-16 6S2 Indicator Performance: 56.31

16-17 6S2 Indicator Performance: 56.03

OSPI 3 Year Average = 56.83

11. ESSA waiver (Rationale/Justification and Documentation):

N/A

OSPI anticipates changes in the future based on the requirements of the state approved ESSA plan.

**OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

FAUPL REVISION REQUEST FORM

OVERVIEW

1. *State*: Washington
2. *Data Owner* (i.e., State, clearinghouse, etc.): **State Board for Community and Technical Colleges**
3. *Measure Number* (as in FAUPL, ie.6P1): 4P1
4. *Program Level* (i.e., secondary, postsecondary): postsecondary
5. *Reason for Revision*: ESEA Waiver Measurement Approach Indicator Definition (Num or Den)
 Student Definition (concentrator/participant) Baseline

6. ***Old Definition or Approach: (Indicators, student definition, or approach)***
4P1, Student Placement, is measured as follows: The numerator is the number of CTE concentrators who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit. The denominator is number of CTE concentrators exiting during the reporting period and not enrolled in higher education during the 3rd quarter after exit. WA’s definition of CTE Postsecondary Concentrators is a CTE participant who has completed at least 12 CTE credits or completed an industry recognized credential or formal award.

7. ***New Definition or Approach: (Indicators, student definition, or approach)***
No change to 4P1. No change to student definition. No change to numerator or denominator.
No change to approach.

8. ***General description of the change (How does this affect student outcomes/performance?):***
WA is proposing a target of 58, a reduction of two percentage points from the portal computation of 60.00.

9. ***Rationale or justification for the change (Why is the change necessary?):***
WA is proposing a 4P1 target of 58.0% because the four-year average on this performance measure is 57.945%. Performance on 4P1 has been uneven over the years. From FY2010 to FY 2017 the community and technical college system has experienced a 20.6% decrease in workforce education course enrollments. From FY2010 to FY2017 the community and technical college system has experienced a cumulative 7% decrease in state funding. For these reasons Washington is proposing the performance target remain the same at 58.0%

Three-Year Performance

14-15 4P1 Indicator Performance: 59.03

15-16 4P1 Indicator Performance: 58.77

16-17 4P1 Indicator Performance: 59.37

SBCTC 3 Year Average = 59.056%

10. ESSA waiver (Rationale/Justification and Documentation): N/A

PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL 2018 – 2019
1S1 - Academic Attainment in Reading/ Language Arts

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
1S1 Academic Attainment in Reading/ Language Arts	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of annual measureable objectives (AMO) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AMO and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	Original Baseline Level: 63.30%	FAUPL Level: 61.50%	FAUPL Level: 61.50%	FAUPL Level: 74.30%	FAUPL Level: 74.30%	FAUPL Level: 74.30%	FAUPL Level: 87.20%	FAUPL Level: 77.20%	FAUPL Level: 100%	FAUPL Level: 86.5%	FAUPL Level: 88.19%	FAUPL Level: 88.19%	State Proposed Target 80.00%
			2010-11 Revised Baseline: 69.64%	Actual: n/a	Actual: 86.73%	Actual: 87.18%	Actual: 86.02%	Actual: 83.67%	Actual: 84.52%	Actual: 84.18%	Actual: 85.19%	Actual: 81.95%	Actual: 78.30	Actual: TBD	Actual: TBD

*OSPI Waiver request was rescinded in Spring of 2014-15. The 2015-16 targets are based on NCLB measures for 1S1, 1S2, and 4S1.

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL 2018 – 2019
1S2 - Academic Attainment in Mathematics**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
1S2 Academic Attainment in Mathematics	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of annual measurable objectives (AMO) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AMO and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	Original Baseline Level: 37.90%	FAUPL Level: 43.6%	FAUPL Level: 43.6%	FAUPL Level: 62.40%	FAUPL Level: 62.40%	FAUPL Level: 62.40%	FAUPL Level: 81.20%	FAUPL Level:* 70.20%	FAUPL Level: 100%	FAUPL Level: 80.40%	FAUPL Level: 81.98%	FAUPL Level: 81.98%	State Proposed Target 26.00%
			2010-11 Revised Baseline: 60.214%	Actual: n/a	Actual: n/a	Actual: 54.32%	Actual: 48.82%	Actual: 45.55%	Actual: 66.49%	Actual: 75.39%	Actual: 78.98%	Actual: 75.40%	Actual: 25.43	Actual: TBD	Actual: TBD

*OSPI Waiver request was rescinded in Spring of 2014-15. The 2015-16 targets are based on NCLB measures for 1S1, 1S2, and 4S1.

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL 2018 – 2019
2S1 - Technical Skill Attainment**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
2S1 Technical Skill Attainment	Numerator: Number of exiting CTE concentrators who took and passed a state or nationally recognized assessment of technical skills and knowledge Denominator: Number of exiting CTE concentrators who took a state or national recognized assessment of technical skills and knowledge	State and Local Administrative Records	Original Baseline Level: 27.73%	FAUPL Level: 38.21%	FAUPL Level: 27.73%	FAUPL Level: 257	FAUPL Level: 320	FAUPL Level: 57.66%	FAUPL Level: 58.91%	FAUPL Level: 60.68%	FAUPL Level: 92.00%	FAUPL Level: 90.00%	FAUPL Level: 90.00%	FAUPL Level: 90.00%	State Proposed Target 90.00%
			2010-11 Revised Baseline: 116	Actual: n/a	Actual: 45.20%	Actual: 111	Actual: 7.16%	Actual: 98.25%	Actual: 91.78%	Actual: 91.99%	Actual: 87.07%	Actual: 88.05%	Actual: 88.02	Actual: TBD	Actual: TBD

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL 2018 – 2019
3S1 - School Completion**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
3S1 School Completion	Numerator: Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year. Denominator: Number of CTE concentrators who have left secondary education in the reporting year.	State and Local Administrative Records	Original Baseline Level: 86.00	FAUPL Level: 86.00%	FAUPL Level: 27.73%	FAUPL Level: 87.26%	FAUPL Level: 88.52%	FAUPL Level: 89.78%	FAUPL Level: 91.04%	FAUPL Level: 88.95%	FAUPL Level: 91.79%	FAUPL Level: 91.79%	FAUPL Level: 89.71%	FAUPL Level: 89.71%	State Proposed Target 89.00%
				Actual: n/a	Actual: 87.74	Actual: 88.37%	Actual: 89.05%	Actual: 91.37%	Actual: 85.95%	Actual: 85.52%	Actual: 86.71%	Actual: 86.73%	Actual: 87.21%	Actual: TBD	Actual: TBD

* The 3S1 Target was changed to 88.95% from 93.77% for 2013-14. This was in response to a significant drop in the 3S1 completion rate the previous year. The new target was set at 3 percentage points higher than the performance level in 2012-13. The proposed target for 2014-15 was set as 1.5% higher than the target for 2013-14.

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL 2018 – 2019
4S1 - Student Graduation Rates**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
4S1 Student Graduation Rates	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	Original Baseline Level: 70.00%	FAUPL Level: 69.00%	FAUPL Level: 70.00%	FAUPL Level: 73.00%	FAUPL Level: 73.00%	FAUPL Level: 79.00%	FAUPL Level: 82.00%	FAUPL Level: 82.90%	FAUPL Level: 88.00%	FAUPL Level: 91.00%	FAUPL Level: 90.00%	FAUPL Level: 90.00%	State Proposed Target 89.00%
			2010-11 Revised Baseline: 77.20%	Actual: n/a	Actual: 75.73%	Actual: 79.62%	Actual: 44.29%	Actual: 86.99%	Actual: 87.17%	Actual: 86.79%	Actual: 87.06%	Actual: 87.70%	Actual: 87.99%	Actual: TBD	Actual: TBD

*OSPI Waiver request was rescinded in Spring of 2014-15. The 2015-16 targets are based on NCLB measures for 1S1, 1S2, and 4S1.

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL 2018 – 2019
5S1 – Placement**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
5S1 Placement	<p>Numerator: Number of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records or Student Survey	Original Baseline Level: 74.36%	FAUPL Level: 75.83%	FAUPL Level: 73.40%	FAUPL Level: 74.86%	FAUPL Level: 60.42%	FAUPL Level: 62.42%	FAUPL Level: 66.42%	FAUPL Level: 68.41%	FAUPL Level: 72.50%	FAUPL Level: 72.57%	FAUPL Level: 72.57%	FAUPL Level: 74.00%	State Proposed Target 74.00%
				Actual: n/a	Actual: 78.13%	Actual: 58.42%	Actual: 58.98%	Actual: 61.24%	Actual: 72.33%	Actual: 71.55%	Actual: 73.23%	Actual: 74.05%	Actual: 75.35%	Actual: TBD	Actual: TBD

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL 2018 – 2019
6S1 - Non-Traditional Participation**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
6S1 Non-Traditional Participation	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	Original Baseline Level: 26.00%	FAUPL Level: 28.50%	FAUPL Level: 26.00%	FAUPL Level: 26.25%	FAUPL Level: 26.50%	FAUPL Level: 50.00%	FAUPL Level: 52.00%	FAUPL Level: 53.56%	FAUPL Level: 53.56%	FAUPL Level: 56.83%	FAUPL Level: 56.83%	FAUPL Level: 58.00%	State Proposed Target 57.00%
			Revised Baseline: 34.00%	Actual: n/a	Actual: 24.69%	Actual: 58.91%	Actual: 59.29%	Actual: 59.87%	Actual: 73.73%	Actual: 75.49%	Actual: 58.00%	Actual: 55.57%	Actual: 55.16%	Actual: TBD	Actual: TBD

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL 2018 – 2019
6S2 - Non-Traditional Completion**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
6S2 Non-Traditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	Original Baseline Level: 34.00%	FAUPL Level: 39.46%	FAUPL Level: 34.00%	FAUPL Level: 34.25%	FAUPL Level: 34.50%	FAUPL Level: 50.00%	FAUPL Level: 52.00%	FAUPL Level: 53.56	FAUPL Level: 55.17%	FAUPL Level: 84.00%	FAUPL Level: 61.15%	FAUPL Level: 61.15%	State Proposed Target 57.00%
				Actual: n/a	Actual: 31.09%	Actual: 60.67%	Actual: 61.05%	Actual: 60.16%	Actual: 81.35%	Actual: 84.35%	Actual: 58.15%	Actual: 56.31%	Actual: 56.03%	Actual: TBD	Actual: TBD

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
POST SECONDARY LEVEL 2018 – 2019
1P1 - Technical Skill Attainment**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
1P1 Technical Skill Attainment	<p>Numerator: Number of CTE concentrators exiting during the reporting year, who have attained an award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 or higher GPA.</p> <p>Denominator: n/a</p>	State and Local Administrative Records	Original Baseline Level: 36,877	FAUPL Level: 37682	FAUPL Level: 36785	FAUPL Level: 36877	FAUPL Level: 35827	FAUPL Level: 36544	FAUPL Level: 37275	FAUPL Level: 38021	FAUPL Level: 38781	FAUPL Level: 39169	FAUPL Level: 39169	FAUPL Level: 39169	State Proposed Target 39169
				Actual: n/a	Actual: 34500	Actual: 35749	Actual: 39029	Actual: 43278	Actual: 43816	Actual: 42337	Actual: 39,939	Actual: 40,919	Actual: 100%	Actual: TBD	Actual: TBD

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
POST SECONDARY LEVEL 2018 – 2019
2P1 - Credential, Certificate, or Degree**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
2P1 Credential, Certificate, or Degree	Numerator: Number of CTE concentrators exiting during the reporting year, who have attained an award (a degree, certificate, apprenticeship, or an industry certification) Denominator: n/a	State and Local Administrative Records	Original Baseline Level: 28441	FAUPL Level: 30313	FAUPL Level: 29410	FAUPL Level: 29484	FAUPL Level: 28441	FAUPL Level: 29010	FAUPL Level: 29590	FAUPL Level: 30182	FAUPL Level: 30786	FAUPL Level: 31094	FAUPL Level: 31094	FAUPL Level: 31094	State Proposed Target 31094
				Actual: n/a	Actual: 27026	Actual: 28741	Actual: 31078	Actual: 34717	Actual: 35314	Actual: 34459	Actual: 32268	Actual: 33586	Actual: 100%	Actual: TBD	Actual: TBD

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
POST SECONDARY LEVEL 2018 – 2019
3P1 - Student Retention or Transfer**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
3P1 Student Retention or Transfer	Numerator: Number of CTE participants who are not yet concentrators at the beginning of the reporting year, who became CTE concentrators or enrolled in other higher education, including apprenticeship, during the reporting year. Denominator: Number of CTE participants during the reporting year who are not yet concentrators at the beginning of the reporting year.	State and Local Administrative Records	Original Baseline Level: 62.40%	FAUPL Level: 65.00%	FAUPL Level: 62.40%	FAUPL Level: 64.40%	FAUPL Level: 57.79%	FAUPL Level: 58.95%	FAUPL Level: 60.13%	FAUPL Level: 61.33%	FAUPL Level: 64.00%	FAUPL Level: 65.00%	FAUPL Level: 63.00%	FAUPL Level: 63.00%	State Proposed Target 63.00%
			Actual: n/a	Actual: 55.75%	Actual: 57.56%	Actual: 60.26%	Actual: 61.91%	Actual: 63.72%	Actual: 64.06%	Actual: 62.64%	Actual: 63.08%	Actual: 61.17%	Actual: TBD	Actual: TBD	

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
POST SECONDARY LEVEL 2018 – 2019
4P1 - Student Placement**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
4P1 Student Placement	Numerator: Number of CTE concentrators exiting during the reporting year, who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit Denominator: Number of CTE concentrators exiting during the reporting period and not enrolled in higher education during the 3rd quarter after exit.	State and Local Administrative Records	Original Baseline Level: 58.00%	FAUPL Level: 65.90%	FAUPL Level: 58.00%	FAUPL Level: 58.47%	FAUPL Level: 55.10%	FAUPL Level: 56.20%	FAUPL Level: 57.32%	FAUPL Level: 55.45%	FAUPL Level: 58.00%	FAUPL Level: 58.00%*	FAUPL Level: 58.00%	FAUPL Level: 60.00%	State Proposed Target 58.00%
				Actual: n/a	Actual: 56.23%	Actual: 51.81%	Actual: 51.68%	Actual: 53.86%	Actual: 57.63%	Actual: 54.61%	Actual: 59.03%	Actual: 58.77%	Actual: 59.37%	Actual: TBD	Actual: TBD

* No formally agreed upon performance level for 2015-2016 data according to FAUPL records

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
POST SECONDARY LEVEL 2018 – 2019
5P1 - NonTraditional Participation**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				7/01/07 - 6/30/2008	7/01/08 - 6/30/2009	7/01/09 - 6/30/2010	7/01/10 - 6/30/2011	7/01/11 - 6/30/2012	7/01/12 - 6/30/2013	7/01/13 - 6/30/2014	7/01/14 - 6/30/2015	7/01/15 - 6/30/2016	7/01/16 - 6/30/2017	7/01/17 - 6/30/2018	7/01/18 - 6/30/2019
5P1 NonTraditional Participation	Numerator: Number of CTE participants from underrepresented gender groups who enrolled in a non-traditional program during the reporting period. Denominator: Number of CTE participants in non-traditional programs during the reporting period	State and Local Administrative Records	Original Baseline Level: 18.00%	FAUPL Level: 18.90%	FAUPL Level: 18.00%	FAUPL Level: 18.25%	FAUPL Level: 18.50%	FAUPL Level: 18.75%	FAUPL Level: 19.00%	FAUPL Level: 19.00%	FAUPL Level: 19.25%	FAUPL Level: 19.25%	FAUPL Level: 18.50%	FAUPL Level: 18.50%	State Proposed Target 18.50%
				Actual: n/a	Actual: n/a	Actual: 17.06%	Actual: 18.39%	Actual: 18.51%	Actual: 18.81%	Actual: 18.07%	Actual: 18.03%	Actual: 18.15%	Actual: 18.32%	Actual: TBD	Actual: TBD

**PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
POST SECONDARY LEVEL 2018 – 2019
5P2 - NonTraditional Completion**

State Name: **WASHINGTON**

Core Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 1 7/01/07 - 6/30/2008	Year 2 7/01/08 - 6/30/2009	Year 3 7/01/09 - 6/30/2010	Year 4 7/01/10 - 6/30/2011	Year 5 7/01/11 - 6/30/2012	Year 6 7/01/12 - 6/30/2013	Year 7 7/01/13 - 6/30/2014	Year 8 7/01/14 - 6/30/2015	Year 9 7/01/15 - 6/30/2016	Year 10 7/01/16 - 6/30/2017	Year 11 7/01/17 - 6/30/2018	Year 12 7/01/18 - 6/30/2019
5P2 NonTraditional Completion	Numerator: Number of CTE completers from underrepresented gender groups who enrolled in a non-traditional program during the reporting period. Denominator: Number of CTE completers in non-traditional programs during the reporting period	State and Local Administrative Records	Original Baseline Level: 17.50%	FAUPL Level: 18.40%	FAUPL Level: 17.50%	FAUPL Level: 17.75%	FAUPL Level: 18.00%	FAUPL Level: 18.25%	FAUPL Level: 18.50%	FAUPL Level: 18.50%	FAUPL Level: 18.50%	FAUPL Level: 18.50%	FAUPL Level: 17.50%	FAUPL Level: 17.50%	State Proposed Target 17.50%
			Actual: n/a	Actual: n/a	Actual: 17.34%	Actual: 16.92%	Actual: 17.04%	Actual: 17.03%	Actual: 16.83%	Actual: 17.15%	Actual: 17.29%	Actual: 17.23%	Actual: TBD	Actual: TBD	